



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Margaret Chase Smith Sch.-Sanf

SAU: Sanford School Department

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2012-2013 NCLB Report Card



School: Margaret Chase Smith Sch.-Sanf
SAU: Sanford School Department
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	79	77	97	60	60	70	6	53	26	14	77	0	1
	2011-2012	91	91	100	77	65	72	16	60	16	7	91	0	0
Female	2010-2011	38	38	100	63	63	74	5	58	32	5			
	2011-2012	46	46	100	80	72	77	20	61	15	4			
Male	2010-2011	41	39	95	56	57	66	8	49	21	23			
	2011-2012	45	45	100	73	59	68	13	60	18	9			
Caucasian/White	2010-2011	76	75	99	60	60	71	7	53	25	15			
	2011-2012	84	84	100	77	65	73	17	61	15	7			
African American/Black	2010-2011	1	1	100			43							
	2011-2012	2	2	100			47							
Hispanic	2010-2011	0	0				60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	2	1	50			69							
	2011-2012	4	4	100			77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	46	45	98	51	52	58	7	44	31	18			
	2011-2012	45	45	100	64	55	62	7	58	22	13			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	11	11	100	18	31	34	<1	18	27	55			
	2011-2012	15	15	100	53	37	36	<1	53	20	27			
Limited English Proficient	2010-2011	2	1	50			39							
	2011-2012	4	4	100			47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Margaret Chase Smith Sch.-Sanf
SAU: Sanford School Department
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	79	77	97	68	60	61	14	53	23	9	77	0
	2011-2012	91	90	99	66	54	64	21	44	21	13	90	0
Female	2010-2011	38	38	100	55	53	59	11	45	32	13		
	2011-2012	46	46	100	63	53	63	17	46	24	13		
Male	2010-2011	41	39	95	79	65	64	18	62	15	5		
	2011-2012	45	44	98	68	55	65	25	43	18	14		
Caucasian/White	2010-2011	76	74	97	69	61	63	15	54	23	8		
	2011-2012	84	83	99	67	56	65	20	47	19	13		
African American/Black	2010-2011	1	1	100			30						
	2011-2012	2	2	100			38						
Hispanic	2010-2011	0	0				49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	2	2	100			64						
	2011-2012	4	4	100			70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	46	45	98	62	55	49	13	49	27	11		
	2011-2012	45	44	98	52	43	52	14	39	23	25		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	11	11	100	45	42	35	<1	45	45	9		
	2011-2012	15	15	100	20	27	35	7	13	33	47		
Limited English Proficient	2010-2011	2	2	100			29						
	2011-2012	4	4	100			36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Margaret Chase Smith Sch.-Sanf
SAU: Sanford School Department
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 99	E: 99 M: 99	69	E: 64 M: 71	E: 70 M: 73	99	E: 100 M: 99	E: 99 M: 99	68	E: 59 M: 62	E: 65 M: 62	95	95	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	68	E: 63 M: 71	E: 71 M: 74	99	E: 100 M: 99	E: 99 M: 99	70	E: 59 M: 61	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: 82 M: 78	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: 64 M: 96	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	100	E: 99 M: 98	E: 99 M: 99	58	E: 55 M: 62	E: 60 M: 62	98	E: 99 M: 98	E: 99 M: 99	60	E: 52 M: 53	E: 52 M: 48			
Students with Disabilities	*	E: 100 M: 98	E: 98 M: 98	33	E: 31 M: 40	E: 34 M: 34	*	E: 100 M: 97	E: 98 M: 98	30	E: 29 M: 32	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: 78 M: 84	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: 52 M: 92	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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School: Margaret Chase Smith Sch.-Sanf
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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	7	9	5	1	6	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.